DOCUMENT RESUME

ED 343 711 PS 020 446

AUTHOR Gajraj, Suren; Schoemann, Klaus
TITLE Primary Education: The Excluded. Statistical Issues.
INSTITUTION United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Statistics on Education.
REPORT NO UNESCO-STE/2
PUB DATE Mar 91
NOTE 16p.
PUB TYPE Statistical Data (110) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Access to Education; Children; *Developing Nations; *Educationally Disadvantaged; *Elementary Education; Elementary School Students; *Enrollment Projections; *Enrollment Trends; Equal Education; Illiteracy; School Entrance Age; Tables (Data); World Problems

ABSTRACT

Worldwide enrollment in primary education has grown from 332 million in 1960 to 593 million in 1988. Despite this increase, a sizable proportion of primary school-age children in developing countries are not enrolled in school. In Sub-Saharan Africa, 56 million students are enrolled in primary education, but 38 million (49%) of the region's primary-school age children are not. Other figures for primary-age children are: 48 million enrolled and 8 million (18%) not enrolled in Latin America and the Caribbean; 22 million enrolled and 4 million (19%) not enrolled in Eastern Asia and Oceania; 115 million enrolled and 52 million (39%) not enrolled in Southern Asia; and 23 million enrolled and 9 million (30%) not enrolled in the Arab States. Primary school enrollments in developing regions include large proportions of children who began school late or repeated grades, and hence are older than the official primary school age. Considerable efforts to provide universal primary education need to be made to maintain or reduce the number of out-of-school children by the year 2000, particularly in Sub-Saharan Africa, the Arab States, and Southern Asia. Failure to eradicate illiteracy could have an important impact on demographic and socioeconomic trends. This report includes tables and graphs showing numbers of children enrolled in primary education and out of school in 1988 by region and by country. Also shown are enrollment projections for the year 2000 that are based on stable conditions and 5% and 10% reductions in the proportion of out-of-school children. (AC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Statistical Issues

STE/2
March 1991

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED343711

United Nations
Educational, Scientific and Cultural Organization

Primary Education: The Excluded

by

Suren Gajraj and Klaus Schoemann

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
F. Zanuttini

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

PS 020446

Section of
Statistics on Education
Division of Statistics
UNESCO, Paris

INTRODUCTION

The international community continues to renew its commitment to providing a basic education for all by the year 2000. This goal has often been reaffirmed since the start of the second half of this century by the Developing Countries. The most recent occasion when the international community reiterated its intention to pursue the objective of universal access to and completion of basic education by the year 2000 was in Jomtien, Thailand (5-9 March 1990).

Since the 1960's enrolment in primary education has grown tremendously for the World - from 332 million in 1960 to 593 million in 1988. This expansion, in absolute terms, is solely due to the efforts of Developing Countries which increased enrolment in the period from 217 million to 484 million. For the Developed Countries, universal primary education has long been a reality. The impressive and massive growth of enrolment of the primary school-age population has, however, not resulted in including all eligible children and in this paper an attempt is made to quantify those children who have been left out.

Taking stock of the present situation provides the opportunity to evaluate the efforts needed to translate the objective of a basic education for all into reality despite the notable efforts of the past decades by Developing Countries. In the present context such a review is essential to assess the progress made and to determine the unmet demands which impede the achievement of the target of universalizing access to primary education given the daunting problems which exist - mounting debt burden, the threat of economic stagnation and decline, rapid population growth, war, etc.

In this paper an attempt is made to determine the number of children of primary school-age who, in 1988, according to national regulations, were not enrolled in primary school. Some of the out-of-school children may have previously attended school and may now be included among those students who have dropped out. The focus of the paper is therefore on the size of the non-enrolled population of primary school-age. This in effect, coincides with the out-of-school population of compulsory school-age since in practically all developing countries the durations of primary education and compulsory education coincide *(1)*. Further based on the data for 1988, three hypotheses together with their implications are considered for the year 2000. The incidence of the out-of-school children of primary school-age is derived along with the necessary increase in the enrolment of children of primary school-age to achieve the objective defined by each

---

(1) It should be borne in mind that the entrance age to and duration of primary education vary by country.

hypothesis. It is accepted that variations on these hypotheses could have equally been justified but the underlying scenario and the implications would remain essentially the same.

OUT-OF-SCHOOL CHILDREN IN 1988

Table 1 provides data for 1988 for the countries included in each regional group on

i) Total primary enrolment and that part of the enrolment corresponding to the population of primary school-age.

ii) The primary school-age population not enrolled *(2)*.

TABLE 1. PRIMARY EDUCATION: ENROLLED AND OUT-OF-SCHOOL CHILDREN IN DEVELOPING COUNTRIES, 1988

Major Developing Regions	Enrolment (millions)		Primary school-age children not enrolled	
	Total	*Of official primary school-age*	*Number (millions)*	*As % of primary school-age pop.*
Sub-Saharan Africa	56	39	38	49
Latin America and the Caribbean	48	37	8	18
Eastern Asia and Oceania	22	17	4	19
Southern Asia	115	83	52	39
Arab States	23	20	9	30
Least Developed Countries	41	31	34	52

Note: See Table 3 for countries classified in each region.

From Table 1 the following conclusions may be derived:

---

(2) Derived from the medium variant of the 1988 Revision of the Population Estimates and Projections of the United Nations Population Division.

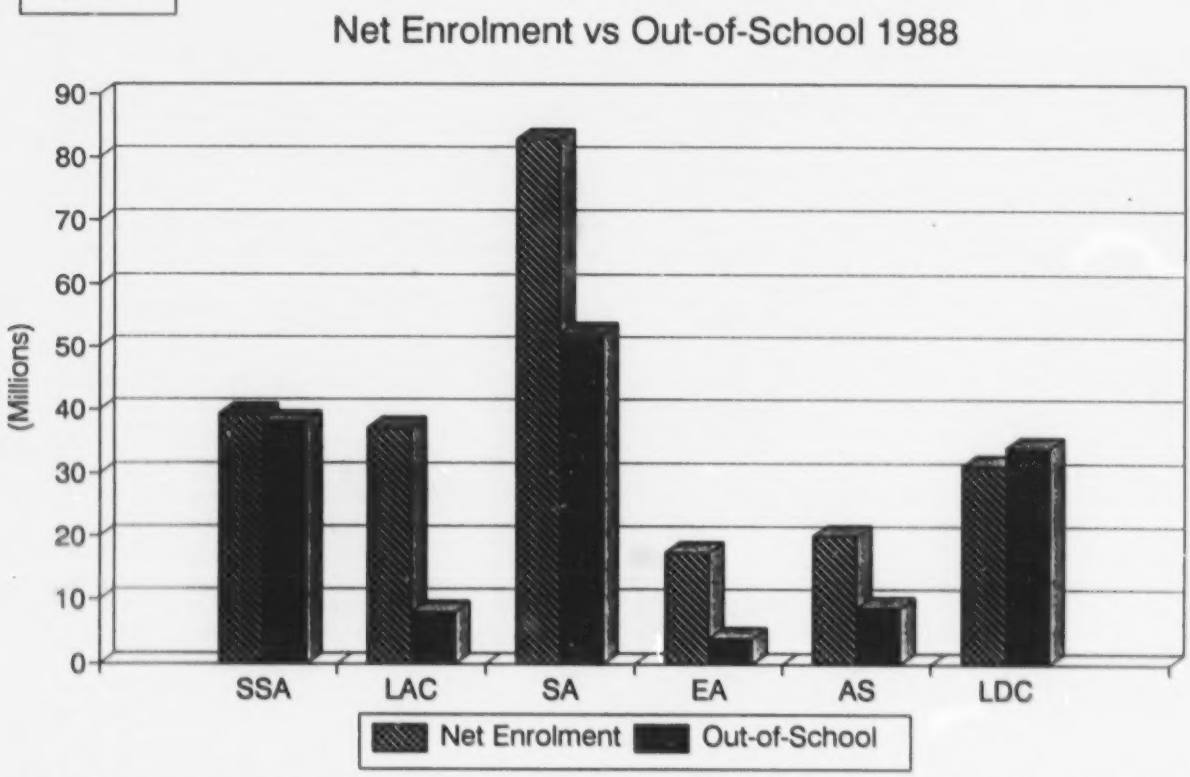
- The incidence of children outside the official age range of primary education enrolled is significant in all regions and these children account in 1988 for between 13% of first level enrolment in the Arab States (3 million pupils), 23% for Latin America and the Caribbean and Eastern Asia and Oceania (11 million and 5 million respectively), 25% for the Least Developed Countries (10 million), 28% for Southern Asia (32 million) and 30% for Sub-Saharan Africa (17 million).

- Two principal factors influence the proportion of overaged children, namely late entrance to primary school and repetition.

- The importance of the number of children of primary school-age who in 1988 did not attend primary school varies from 4 million in Eastern Asia and Oceania to 52 million in Southern Asia. Figure 1 contrasts the number of children of primary school-age who in 1988 were enrolled and those out-of-school by region.

- By sub-region between 18% - 52% of the children of primary school-age were not enrolled in 1988.

Figure 1



SSA: Sub-Saharan Africa LAC: Latin America and Caribbean SA: Southern Asia

EA: Eastern Asia and Oceania AS: Arab States LDC: Least Developed Countries

Thus although significant strides were made in the drive to provide universal primary education in 1988, 107 million children of primary school-age were not enrolled and 90 million of these children live in Southern Asia and Sub-Saharan Africa.

Figure 2 presents by country, classified by region, the proportion of children of primary school-age not enrolled and enrolled as well as the corresponding absolute numbers. From Figure 2 it can be seen that:

PERCENTAGE OF OUT-OF-SCHOOL CHILDREN OF PRIMARY SCHOOL-AGE: FREQUENCY DISTRIBUTION

Major Developing Regions	<10	10 to 19	20 to 29	30 to 39	40 to 49	50+	Number of countries
			(Number of countries)				
Sub-Saharan Africa	2	1	5	4	7	18	37
Latin America and the Caribbean	4	8	4	-	1	1	18
Eastern Asia and Oceania	-	2	-	3	-	-	5
Southern Asia	-	-	-	3	-	3	6
Arab States	3	3	2	-	3	4	14

Note: See Table 3 for countries classified in each region.

i) the greatest efforts need to be made in Sub-Saharan Africa and Southern Asia;

ii) For Sub-Saharan Africa in 18 of the 37 countries, 50% or more of the children of primary school-age in 1988 were out-of-school and this percentage is almost 90% for Somalia;

iii) For Latin America and the Caribbean there are 2 countries, Guatemala and Haiti where respectively 45% and 56% of the children of primary school-age do not attend school;

iv) For all countries in Eastern Asia and Oceania the proportion of the primary school-age population not enrolled is in the range 12% to 38%;

Figure 2: Primary School Age Population

1988 Enrolled and out-of-shool children (in thousands and as percentage)

Sub-Saharan Africa

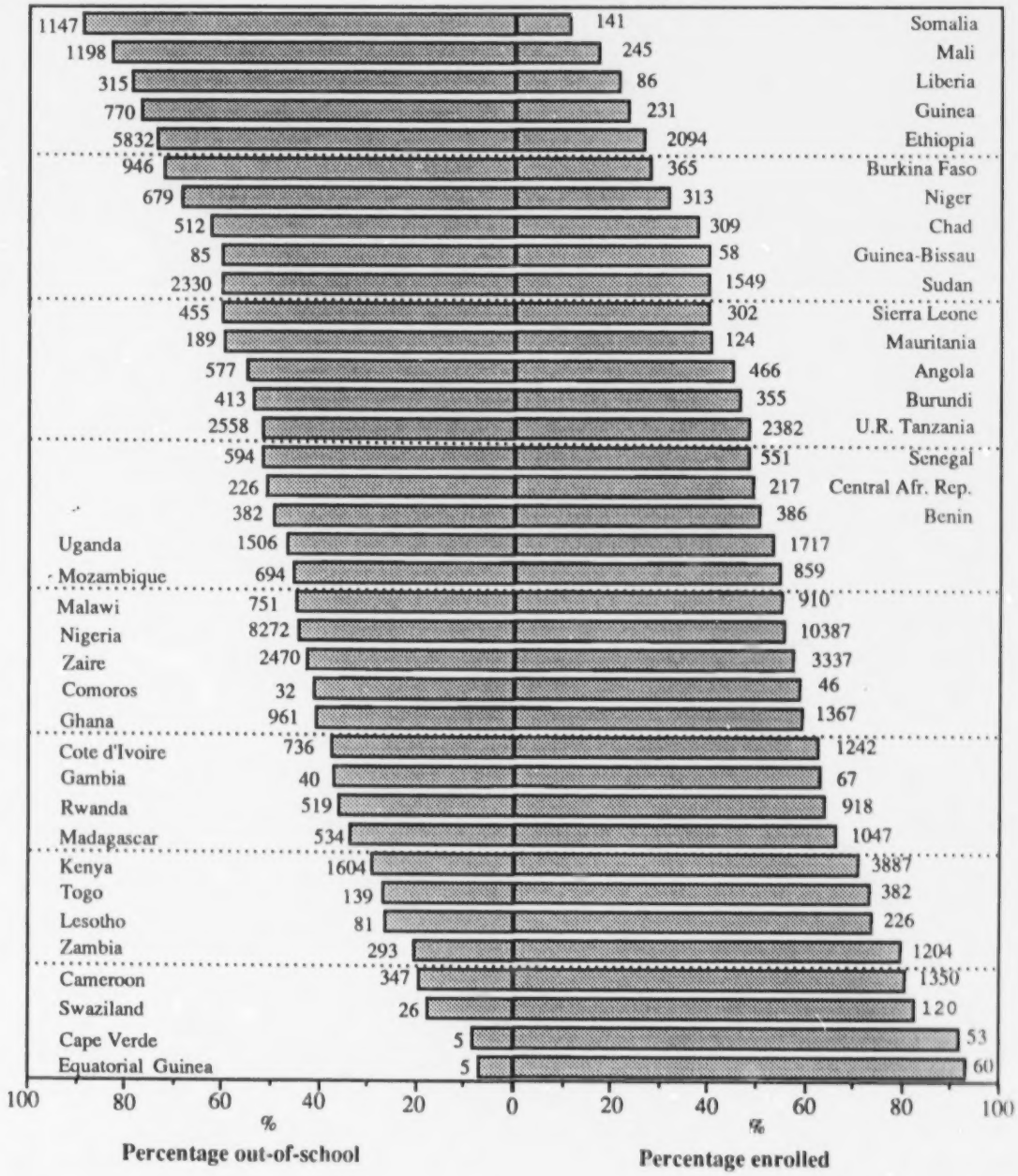
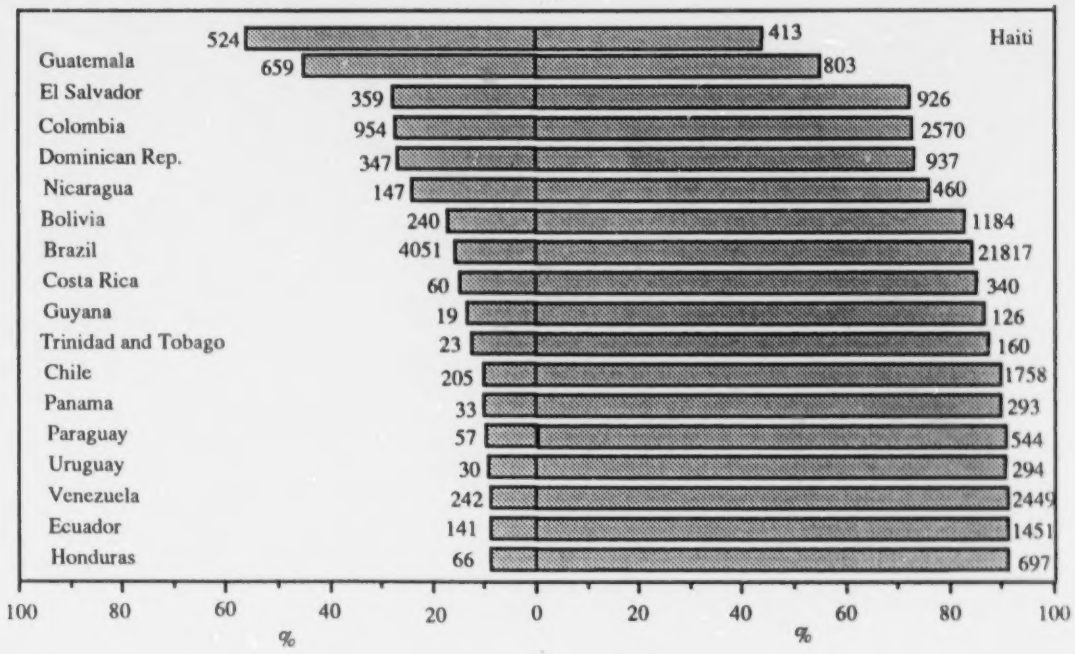


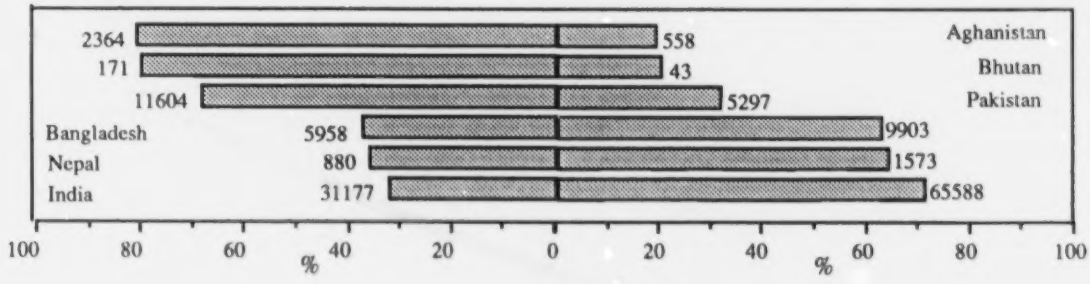
Figure 2 (cont'd): Primary School Age Population

1988 Enrolled and out-of-school children (in thousands and as percentages)

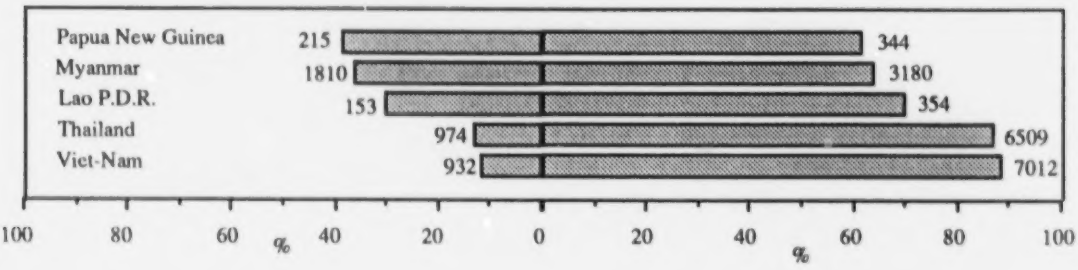
Latin America and the Caribbean



Southern Asia



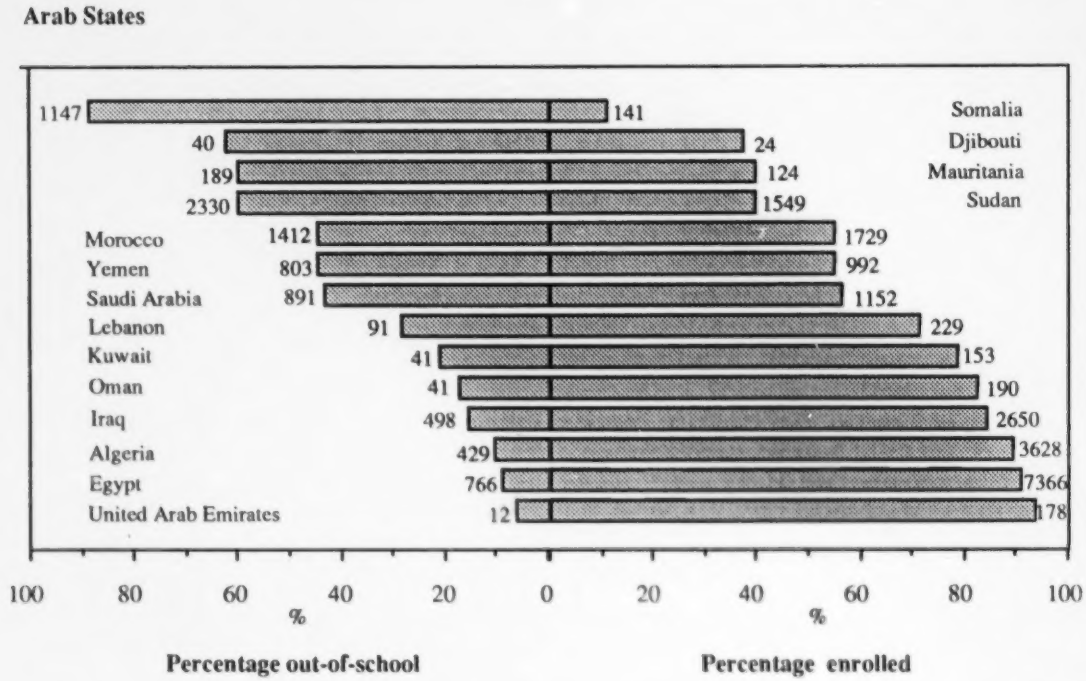
Eastern Asia and Oceania



Percentage out-of-school **Percentage enrolled**

Figure 2 (cont'd): Primary School Age Population

1988 Enrolled and out-of-school children (in thousands and as percentages)



v) For both Southern Asia and the Arab States a large range in the proportion of children of primary school-age who do not attend school exists with 3 out of 6 countries in Southern Asia having more than 50% of this population not enrolled and 7 out of 14 countries in the Arab States having 40% or more of this population sub-set out-of-school.

PROSPECTS IN THE YEAR 2000

With the recent emphatic endorsement of providing a basic education for all by the end of this century, what are the implications given the reality of 1988.

Three hypotheses are considered for the year 2000.

Hypothesis I assumes that the proportion of children of primary school-age, not enrolled, remains constant. In other words, under this hypothesis it is assumed that access to primary education neither improves nor worsens. For some countries which can look back on increasing enrolment ratios during the eighties this may be considered an unlikely assumption. However, for a growing number of countries especially in Sub-Saharan Africa enrolment ratios declined during the last decade. For these countries even this hypothesis may not be likely

unless considerable efforts are made to redress the recent trends observed for primary education.

Hypothesis II is based on the scenario of the proportion of out-of-school children reducing by 5% points. This hypothesis is based on the assumption of only a moderate improvement of the situation during this decade. A 5% increase in enrolment ratios is nevertheless an assumption with considerable resource implications, as will be shown later in this paper.

Hypothesis III supposes that the proportion of children out-of-school reduces by 10% points. A figure of 10% was chosen, because it reflects an optimistic approach, which could be a possible outcome of increased efforts due to activities by countries and the international community as endorsed at the Jomtien Conference.

Table 2 presents by region the number of children in the year 2000 who will be out-of-school according to each hypothesis, implied enrolment increase (in millions) and in parentheses the corresponding percentage increase in enrolment (1988 = 100).

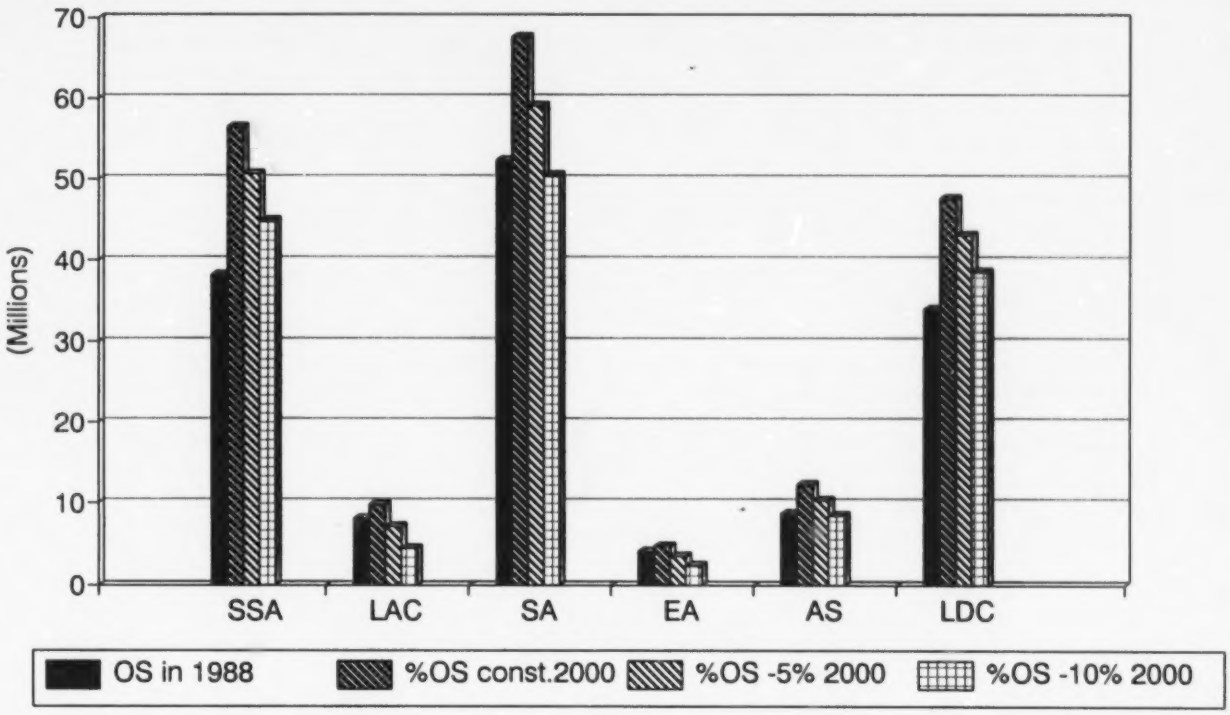
TABLE 2. PRIMARY SCHOOL-AGE POPULATION - OUT-OF-SCHOOL CHILDREN AND IMPLIED ENROLMENT INCREASE IN THE YEAR 2000

Major Developing Regions	Out-of-school children (millions)			Implied enrolment increase in millions (1)		
	Hyp. I	*Hyp. II*	*Hyp. III*	*Hyp. I*	*Hyp. II*	*Hyp. III*
Sub-Saharan Africa	56	51	45	21(52)	27(67)	33(82)
Latin America and the Caribbean	10	7	4	8(20)	10(27)	13(34)
Eastern Asia and Oceania	5	4	2	2(11)	3(17)	5(24)
Southern Asia	68	59	50	21(25)	29(36)	38(46)
Arab States	12	10	9	6(31)	8(40)	10(50)
Least Developed Countries	48	43	39	11(36)	16(51)	20(65)

Note: See Table 3 for countries classified in each region.
(1) The figures in parentheses indicate the percentage increase implied by each hypothesis; 1988 = 100.

Figure 3

Out-of-School (OS) 1988 and 2000



SSA: Sub-Saharan Africa LAC: Latin America and Caribbean SA: Southern Asia

EA: Eastern Asia and Oceania AS:Arab States LDC: Least Developed Countries

Figure 3 shows the number of out-of-school children in 1988 and what this number will become in the year 2000 according to each of the three hypotheses.

From both Table 2 and Figure 3, it can be seen that

i) for Sub-Saharan Africa, the Arab States and the Least Developed Countries irrespective of the hypothesis considered the number of out-of-school children will be larger in 2000 than in 1988.

ii) for Southern Asia, only the most optimistic scenario - a decrease of 10% points - will result in a reduction in the number of out-of-school children of primary school-age.

iii) for Eastern Asia and Oceania and Latin America and the Caribbean, the two hypotheses which assume a reduction in the proportion of out-of-school children also suggest a diminution in the number of non-enrolled children.

Concomitant with the possible development of out-of-school children of primary school-age is that of primary enrolment. As can be seen from Table 2:

- For Hypothesis I, maintaining the present proportion of children out-of-school at the end of this century, by far the largest increases in enrolment will have to be in Sub-Saharan Africa. In fact, enrolment will have to grow by around 50% or by 21 million. The large differential growth required for Sub-Saharan Africa is explained by the high birth rates in this region and the order of magnitude of these rates is expected to continue to the end of this century and in the early part of the 21st century.

- Although for the other regions, under Hypothesis I, the enrolment increases implied are relatively smaller than that for Sub-Saharan Africa, it is far from evident that even this goal could be achieved within the time-frame of this century.

- Both Hypotheses II and III which suggest a reduction in the proportion of children of primary school-age out-of-school, obviously imply even greater increases in primary school enrolment between now and the year 2000.

- Calculations show that to maintain the absolute number of out-of-school children constant (38 million) enrolment will have to double in Sub-Saharan Africa between 1988 and 2000. Corresponding increases for Eastern Asia and Oceania are 14%, Southern Asia 44%, Latin America and the Caribbean 24%, Arab States 49% and for the Least Developed Countries 80%.

Table 3 shows equivalent data by country for the year 2000 as well as the number and proportion of out-of-school children in 1988. A simple examination of this table will indicate for which countries the enrolment of all children by the end of this century will be possible. It should be noted that the countries are presented according to the size of the percentage of children of primary school-age who are not enrolled in 1988.

Following Table 3 a list of the developing countries which may have either succeeded in or on the point of achieving universal primary education is given together with those countries not included in this paper.

The numbers shown in the tables and the graphs presented focus on the magnitude of the problem facing the Developing Countries if the implementation of a basic education for all by the end of this century is to become a reality. The numbers are daunting and despite the herculean achievements in past decades by these countries, it is not easy to predict what the future will be.

As the twentieth century ebbs away, the two major goals of the international community in the field of Education - a Basic

Education for All and the Eradication of Illiteracy - remain elusive. Both goals are closely linked. A continuing inability to enrol all children of primary school-age will obviously swell the ranks of the illiterate population. Failure to eradicate illiteracy could affect the schooling opportunities of the progeny of this subset of the population and may have an important impact on future demographic and socio-economic trends.

Table 3: Primary School-Age Population:

Out of School Children 1988 and 2000 and Implied Enrolment Increase in 2000 (1)

	Out of school children					Implied Enrolment Increase		
	1988		2000			2000		
	(%)	(000's)	(000's)			(%)		
			H1	H2	H3	H1	H2	H3
SUB-SAHARAN AFRICA								
• SOMALIA	89	1147	1976	1865	1754	72	151	229
• MALI	83	1198	1814	1705	1596	51	96	141
LIBERIA	79	315	481	451	420	53	88	124
• GUINEA	77	770	1080	1009	939	40	71	101
• ETHIOPIA	74	5832	6764	6305	5845	16	38	60
• NIGER	68	679	1126	1044	962	66	92	118
• BURKINA FASO	72	946	1393	1296	1200	47	74	100
• CHAD	62	512	741	682	622	45	64	83
• MAURITANIA	60	189	270	248	226	43	61	80
• SIERRA LEONE	60	455	640	587	534	41	58	76
• SUDAN	60	2330	3249	2979	2708	39	57	74
• GUINEA-BISSAU	60	85	111	102	92	30	46	62
ANGOLA	55	577	822	747	673	42	58	74
• BURUNDI	54	413	639	579	520	55	71	88
SENEGAL	52	594	831	751	671	40	55	69
• U.R. TANZANIA	52	2558	4119	3721	3323	61	78	94
• CENTRAL AFR. REP.	51	226	311	280	250	38	52	66
• BENIN	50	382	577	519	461	51	66	81
• UGANDA	47	1506	2536	2264	1993	68	84	100
• MALAWI	45	751	1174	1044	914	56	71	85
• MOZAMBIQUE	45	694	1002	890	778	44	57	70
NIGERIA	44	8272	12673	11244	9814	53	67	81
ZAIRE	43	2470	3620	3194	2769	47	59	72
GHANA	41	961	1427	1255	1082	49	61	74
• COMOROS	41	32	50	43	37	56	69	82
• GAMBIA	37	40	64	55	47	60	73	86
COTE D'IVOIRE	37	736	1215	1052	889	65	78	92
• RWANDA	36	519	817	704	591	57	70	82
MADAGASCAR	34	534	808	688	569	51	63	74
KENYA	29	1604	2720	2255	1789	70	82	94
• TOGO	27	139	215	175	135	55	65	76
• LESOTHO	26	81	116	94	72	44	54	63
CAMEROON	20	347	488	368	249	41	50	58
ZAMBIA	20	293	486	362	238	66	76	87
• SWAZILAND	18	26	40	29	18	55	64	74
• CAPE VERDE	8	5	7	3	0	45	53	61
• EQUATORIAL GUINEA	7	5	6	2	0	38	45	53
REGIONAL TOTAL	49	38221	56408	50590	44777	52	67	82
EASTERN ASIA AND OCEANIA								
PAPUA NEW GUINEA	38	215	321	279	237	49	61	73
• MYANMAR	36	1810	2178	1878	1578	20	30	39
• LAO P.D.R.	30	153	202	169	135	33	42	52
THAILAND	13	974	854	526	198	0	0	0
VIET NAM	12	932	1158	664	171	24	31	38
REGIONAL TOTAL	19	4083	4714	3516	2319	11	17	24

(1) See notes on page 14.

Table 3 (continued) Primary School-Age Population:

Out-of-School Children 1988 and 2000 and Implied Enrolment Increase in 2000 (1)

	Out of school children					Implied Enrolment Increase 2000 (%)		
	1988 (%)	1988 (000's)	2000 (000's) H1	2000 (000's) H2	2000 (000's) H3	H1	H2	H3
SOUTHERN ASIA								
• AFGHANISTAN	81	2364	3990	3751	3504	69	113	158
• BHUTAN	80	171	224	210	196	31	64	97
PAKISTAN	69	11604	16233	15051	13869	40	62	85
• BANGLADESH	38	5958	7379	6397	5415	24	34	44
• NEPAL	36	880	1113	958	803	26	36	46
INDIA	32	31177	38603	32612	26622	24	33	42
REGIONAL TOTAL	39	52155	67550	58979	50408	25	36	46
ARAB STATES								
• SOMALIA	89	1147	1976	1865	1754	72	151	229
• DJIBOUTI	63	40	58	54	49	45	64	83
• MAURITANIA	60	189	270	248	226	43	61	80
• SUDAN	60	2330	3249	2979	2708	39	57	74
MOROCCO	45	1412	1698	1509	1321	20	31	42
• YEMEN	45	803	1103	980	856	37	50	62
SAUDI ARABIA	44	891	1531	1356	1180	72	87	102
LEBANON	29	91	117	96	76	28	37	46
KUWAIT	21	41	54	41	28	31	39	48
OMAN	18	41	63	45	28	52	61	71
IRAQ	16	498	704	481	259	41	50	58
ALGERIA	11	429	567	299	31	32	39	47
EGYPT	9	766	905	424	0	18	25	31
U.A. EMIRATES	7	12	13	3	0	8	13	19
REGIONAL TOTAL	30	8691	12309	10381	8516	31	40	50
LATIN AMERICA AND CARIBBEAN								
• HAITI	56	524	646	588	530	23	37	51
GUATEMALA	45	659	889	790	692	35	47	59
EL SALVADOR	28	359	422	347	271	18	26	34
COLOMBIA	27	954	1119	912	706	17	25	33
DOMINICAN REP.	27	347	418	340	263	20	29	37
NICARAGUA	24	147	207	165	122	41	50	60
BOLIVIA	17	240	351	247	143	46	55	63
BRAZIL	16	4051	4686	3190	1694	16	23	29
COSTA RICA	15	60	72	48	24	20	27	34
GUYANA	13	19	18	11	4	0	0	5
TRINIDAD & TOBAGO	12	23	25	15	5	8	14	20
CHILE	10	205	248	129	10	21	28	35
PANAMA	10	33	37	18	0	12	18	25
PARAGUAY	10	57	77	37	0	35	43	50
URUGUAY	9	30	31	14	0	3	9	15
VENEZUELA	9	242	301	134	0	24	31	38
ECUADOR	9	141	184	80	0	31	38	45
HONDURAS	9	66	93	39	0	42	49	57
REGIONAL TOTAL	18	8155	9824	7104	4463	20	27	34

(1) See notes on page 14.

Notes to Table 3:

H1: % of out-of-school children in 1988 constant in 2000.
H2 % of out-of-school children in 1988 decreases by 5% by the year 2000.
H3: % of out-of-school children in 1988 decreases by 10% by the year 2000.

* *Countries belonging to the group of Least Developed Countries.*

(1) The population which according to present national regulations should be enrolled in primary schools.

The current data available suggest that the following countries have either succeeded in or are on the point of achieving universal primary education:

Sub-Saharan Africa:	*Botswana and Mauritius;*
Eastern Asia and Oceania	*China, Fiji, Hong Kong, Indonesia, Republic of Korea, Malaysia, Mongolia, Philippines and Singapore;*
Southern Asia:	*Islamic Republic of Iran and Sri Lanka;*
Latin America and the Caribbean:	*Argentina and Barbados;*
Arab States:	*Bahrain, Qatar, Syrian Arab Republic and Tunisia;*
Other countries:	*Cyprus, Turkey and Yugoslavia.*

N.B. The following countries have not been included:

a) *Cambodia, Democratic People's Republic of Korea, Namibia - lack of relevant data;*

b) *Congo, Gabon, Libyan Arab Jamahiriya, Zimbabwe - due to inconsistencies in the enrolment and/or population data;*

c) *Jordan - the enrolment data available refer only to a subset of the population;*

d) *Countries with a population of less than 300,000 inhabitants since the UN Population Division does not prepare population estimates by single years of age.*